



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MEAD ELEMENTARY SCHOOL

2017-2018

MEAD ES

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

Mead Elementary held a data review in August 2016 to review STAAR scores.

Our 3rd - 5th grade level teams along with specialists held data reviews following every CDB. We discussed the strengths and weaknesses of the grade level. We decided which students were in need of during the day school tutorials, during the day interventions, and small group pullout with specialist. Plus we discussed recursive review plans.

Kinder - 2nd grade level teams, reviewed their reading levels and math progress to make necessary adjustments to their Guided Reading and Math Wall lessons, specialists intervention time, and during the day tutorials.

In January 2017, the entire staff had an overview of the school improvement plan, and needs assessment during a faculty meeting.

The leadership team met in March 2017 to discuss the process for completing needs assessment during their team meetings later in the month.

Grade level teams met in April 2017 to complete the needs assessment. Each team was provided with the necessary data and the comprehensive needs assessment to review, discuss, and record their findings. We shared this feedback with them as well as the leadership team.

In May 2017, the leadership team began creating goals and activities based on our priority needs.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	2017-2018 Information STAAR Scores below District and State Average STAAR Scores fell below regression line Did not meet standard in Writing High percentage of mobility rate High population of LEP students

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	

<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<p>CDB Data Meetings held after each CDB (3rd-5th)</p> <p>TPRI/F&P Data meetings held to look at which intervention was best suited (K-2nd)</p> <p>Report Cards checked by administration after every nine weeks to see which students were working below grade level and interventions given</p> <p>Intervention data ran every two weeks</p> <p>Team Planning held every Tuesday</p>

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>Staff development was given in reading, math, writing and science</p> <p>Team Leaders & Facilitators were assigned given to new staff</p> <p>2nd grade will pilot Student Learning Objective</p> <p>PLC Leaders were chosen</p>

CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

 Response to Intervention Interventions implementation and effectiveness Student identification for increased learning time Tutorials Other

Findings	<p>Tutorials held during the day instead of after school due to students not having transportation or having to wait till 5:30 pm. to be picked up by the bus.</p> <p>Grade level teachers need time & assistance with how to run and interpret computer based intervention data.</p> <p>Teachers struggle to find time to do interventions with fidelity.</p>
----------	--

CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	<p>36 languages spoken</p> <p>Parents speak and understand limited English</p> <p>Parents have limited transportation</p> <p>Mobility rate is high due to 42 apartment complex in area</p> <p>Only social or community outreach events were held</p> <p>No educational classes were held</p>
----------	--

CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Different Incentives for student attendance Different Incentives for no office referrals/discipline tickets Provide enrichment clubs for students after school

CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input type="checkbox"/> Staff retention rates	
<input type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Work still needed on Vertical Team planning across all curriculum areas PLC Leaders chosen to train the staff

Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Intervention data is not being analyzed to drive instruction

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 2

Professional Learning Communities not being implemented effectively

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 3

Lack of educational opportunities for parents to help students

CSF 1 Academic Performance
CSF 5 Family and Community Engagement

Campus: MEAD ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/19/2017

SAT Member	Name	Signature
Principal	Annette Lopez	
Parent Community Representative	Eileen Mervish	
Staff Representative	Elizabeth Cantu	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Belinda Flores	Administrator
Angela DeLaRosa	Administrator
Roxanne Olvera	Staff Member
Eileen Mervish	Parent
Elizabeth Cantu	Staff Member
Rebecca Barraza	Staff Member

CAMPUS: MEAD ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Becky Koesel Guided Reading	Instruction	All	All		6
08/22/2017		Data Review/Planning	Assessment	All	All		6
08/23/2017		TTESS/Gradebook/PLC	Collaboration	All	All		6
10/09/2017		PLC	Collaboration	All	All		3
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		PLC	Collaboration	All	All		3

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	64%	24%	65%	74%	76%	62%	31%	14%	65%
African-American	50%	6%	45%	62%	72%	58%	23%	4%	60%
Hispanic	67%	27%	69%	70%	74%	61%	31%	16%	62%
White	67%	33%	70%	84%	86%	67%	39%	20%	70%
Economically Disadvantaged	62%	24%	60%	66%	68%	58%	27%	12%	60%
Special Education	30%	13%	30%	44%	48%	43%	31%	9%	45%
At-Risk	55%	14%	55%	58%	58%	50%	18%	8%	52%
Limited English Proficient	56%	15%	55%	62%	63%	53%	19%	9%	55%
Asian	62%	24%	60%	89%	78%	63%	26%	12%	65%
American Indian	N/A	N/A	N/A	73%	58%	0%	0%	0%	0%
Hawaiian Pacific Islander	100%	0%	100%	75%	71%	100%	0%	0%	100%
Two or More	67%	33%	70%	80%	87%	80%	60%	20%	82%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	45%	19%	50%	64%	62%	50%	17%	3%	52%
African-American	35%	18%	50%	53%	56%	36%	14%	0%	40%
Hispanic	43%	18%	50%	60%	59%	53%	14%	4%	55%
White	62%	31%	60%	72%	73%	36%	14%	7%	40%
Economically Disadvantaged	44%	17%	50%	56%	52%	47%	15%	1%	50%

Special Education	11%	11%	20%	33%	32%	35%	29%	6%	37%
At-Risk	33%	10%	35%	44%	37%	38%	5%	0%	40%
Limited English Proficient	43%	10%	40%	54%	49%	52%	6%	0%	55%
Asian	37%	5%	40%	85%	72%	64%	21%	0%	66%
American Indian	N/A	N/A	N/A	61%	71%	0%	0%	0%	0%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	100%	100%	0%	100%
Two or More	100%	100%	100%	70%	76%	100%	50%	0%	100%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	61%	25%	65%	79%	80%	63%	33%	13%	65%
African-American	48%	6%	50%	66%	72%	58%	23%	11%	60%
Hispanic	62%	26%	65%	77%	78%	60%	33%	12%	62%
White	73%	40%	70%	87%	88%	70%	30%	15%	72%
Economically Disadvantaged	61%	24%	65%	73%	73%	59%	30%	13%	61%
Special Education	27%	14%	35%	53%	56%	41%	33%	9%	43%
At-Risk	53%	15%	60%	67%	65%	50%	20%	7%	52%
Limited English Proficient	52%	18%	60%	73%	72%	57%	25%	10%	60%
Asian	62%	31%	70%	94%	86%	74%	47%	19%	76%
American Indian	N/A	N/A	N/A	78%	77%	0%	0%	0%	0%
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	100%	100%	100%
Two or More	60%	33%	60%	82%	89%	60%	40%	0%	62%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	71%	22%	70%	73%	76%	72%	29%	9%	75%
African-American	53%	5%	65%	59%	68%	75%	25%	0%	77%
Hispanic	80%	27%	75%	68%	73%	63%	19%	9%	65%
White	88%	38%	85%	84%	87%	82%	45%	14%	85%
Economically Disadvantaged	70%	21%	70%	65%	67%	68%	26%	8%	70%
Special Education	33%	11%	35%	44%	46%	27%	7%	7%	30%
At-Risk	62%	10%	55%	56%	59%	63%	23%	5%	65%
Limited English Proficient	53%	12%	50%	57%	58%	67%	18%	6%	70%
Asian	67%	22%	70%	89%	75%	86%	43%	7%	88%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	0%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	0%
Two or More	38%	13%	50%	81%	86%	100%	100%	100%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.4%	96%
African-American	95.4%	95.8%	96.3%	98%
Hispanic	95.6%	95%	93.6%	96%
White	96%	95.8%	92.8%	94%
Economically Disadvantaged	95.4%	94.4%	94.3%	95%
Special Education	94.5%	93.9%	91%	93%
Limited English Proficient	96.4%	95.8%	96.6%	97%
Asian	97.8%	96.8%	96.5%	97%
American Indian	95.3%	95.2%	94.4%	96%
Hawaiian Pacific Islander	95.5%	96.1%	93.5%	95%
Two or More	95.9%	96%	91.9%	93%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
--	-------------------------	-----------------------	-------------------------

% of Students Retained	0.98%	1.58%	1%
------------------------	-------	-------	----

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Intervention data is not being analyzed to drive instruction

Goal : Analyze targeted intervention data in order for students to show one or more years growth in reading & math.

TEA Focus Grant Goal/System Safe Guard

Goal Details

Student Groups Impacted	All Students
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	Still in progress
March Progress Check	Common Formative Assessment Training was held. Teachers stayed after school on Monday to create them and discuss their data to better instruct their students.
June Progress Check	Teachers stayed after school on Monday to create them and discuss their data to better instruct their students.

Activity 1

Activity	K - 5th grade teachers will be provided staff development on how to access/analyze/utilize intervention reports.
Person Responsible	Intervention Specialist

Monitoring Measures	Sign In Sheets, Agenda, Handouts
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Intervention Specialist will meet with classroom teachers every six weeks to review reading/math intervention data to monitor student progress.
Person Responsible	Intervention Specialist
Monitoring Measures	Intervention Reports, Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Admin/Writing Specialist/Classroom Teachers will collect and analyze writing samples to monitor student progress.
----------	---

Person Responsible	Admin/Writing Specialist/Classroom Teachers
Monitoring Measures	Writing Samples, Student & Teacher Rubric
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Professional Learning Communities not being implemented effectively

Goal : Implement Professional Learning Communities with 100% of staff.
System Safe Guard

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017 - May 2018
November Progress Check	PLC Training occurred in August 2017 PLC Meetings are scheduled for every Tuesday.

March Progress Check	PLC Meetings are scheduled for every Tuesday. 1st grade team have modeled what a PLC looks like for 2nd,3rd,4th grade.
June Progress Check	PLC Meetings were scheduled for every Tuesday.

Activity 1

Activity	Staff development will be provided on Professional Learning Communities.
Person Responsible	Administration Academic Specialist PLC Leadership Team
Monitoring Measures	Sign In sheets Agendas Handouts Goal Setting Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Professional Learning Communities will be held once a week to provide rigorous, complex, and meaningful learning that promotes readiness.
Person Responsible	All Staff
Monitoring Measures	Lesson Plans Walk Throughs Assessments
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Lack of educational opportunities for parents to help students

Goal : Provide monthly opportunities for parents and students to access strategies/resources to address academic (reading/math), behavioral and emotional needs in order to increase approaching grade level standards - specifically EEL sub group.
TEA Focus Grant Goal

Goal Details

Student Groups Impacted	All Students, ELL
Funding Needed	Other
Timeline for Implementation	August 2017 - May 2018
November Progress Check	1st Grade had a "Leaping Into Learning event to discuss reading and math strategies in October 2017. Counselors distribute flyers on bullying in November 2017.
March Progress Check	2nd & 3rd (Feb), 4th grade(March) had a parent night to discuss reading and math strategies.
June Progress Check	Kinder & 5th (May) had a parent night to discuss reading and math strategies.

Activity 1

Activity	ESL classes will be offered to parents.
Person Responsible	Parent Liaison
Monitoring Measures	ESL Beg/Middle/End Test Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Parents will be offered academic (reading/math)/behavioral/emotional needs workshops to help student learning. TEA Focus Grant Goal
Person Responsible	Parent Liaison
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Students will offered to attend after school enrichment activities. At the end of their enrichment camp - parents will be invited to attend a showcase of their learning.
Person Responsible	Campus Sponsors Admin
Monitoring Measures	Parent's attending final finale.
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Promote city & community wide fitness & health opportunities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Aug 2017 - June 2018
November Progress Check	Girls on the Run 5k School Wide Walk a thon
March Progress Check	Heroes for Heart Event
June Progress Check	Smart Bite Lessons were given to students to make them aware of healthily eating choices

Activity 1

Activity	Community health and screening fairs.
Person Responsible	Parent Liaison
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes

Title 1 Campuses	SWC 6
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Go Kids Challenge
Person Responsible	PE Teachers
Monitoring Measures	Sign In Sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	

Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	